

# Unit: Grade 3 - Rhythm

Content Area: **Music**  
Course(s): **Generic Course**  
Time Period: **Generic Time Period**  
Length: **Weeks**  
Status: **Published**

## Unit Overview

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In this unit, the students will continue to develop readiness skills to perform basic rhythmic concepts.

Through singing, playing, moving and listening to songs in various meters, students will acquire the basic knowledge and skills to be able to continue to develop beat competency and to identify and perform melodic rhythm.

## Transfer

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Students will be able to independently use their learning to...

- to develop beat competency
- to distinguish between duple and triple meter
- to continue to build rhythm vocabulary
- to compare and contrast rhythm
- to identify and perform melodic rhythm using rhythms up to and including sixteenth notes
- to utilize thinking and problem solving
- to strive for accuracy
- to gather data through all the senses

For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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## **Understandings**

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Students will understand that...

- there is a difference between macro beat and micro beats
- beat can be organized into duple and triple meter
- beats in duple and triple meter feel different
- rhythm symbols represent duration of sound and silence
- time signature dictates the note values for rhythm symbols

## **Essential Questions**

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Students will keep considering...

- Can I differentiate macro beats and micro beats?
- Can I divide the beat into two-duple meter or three-triple meter?
- Can I interpret melodic rhythm aurally?
- How do I decode written notation?
- Can I apply my previous and newly gained knowledge to perform and create rhythm patterns?

## **Application of Knowledge and Skill**

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**Students will know...**

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Students will know...

- recognize macro beats/micro beats
- meter is a division of the beat
- differences in duple and triple meter
- rhythm symbols represent duration of sound and silence
- note/rest names and values for rhythm symbols up to and including sixteenth notes and rests
- the basic function of the time signature

### **Students will be skilled at...**

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Students will be skilled at...

- performing steady beat to music
- performing macro beats and micro beats to music
- performing songs in duple and triple meter
- identifying rhythm symbols up to sixteenth notes and rests
- recalling note values when a quarter notes equals one beat
- performing rhythm patterns using notes up to and including sixteenth notes

### **Academic Vocabulary**

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beat

pulse

macro beat

micro beat

divide

meter

measure

duple

triple

rhythm

pattern

quarter note

quarter rest

eighth note

eighth rest

half note

half rest

whole note

whole rest

dotted half note

sixteenth note

sixteenth rest

repeat sign

barline

double barline

time signature

compose

perform

improvise

## **Learning Goal-Rhythm**

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The students will be able to apply knowledge of note values to read, write and perform rhythmic patterns up to and including sixteenth notes

systems.

VPA.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
VPA.1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
VPA.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
VPA.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

### **Target 1--Duple Meter vs Triple Meter**

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Students will identify and differentiate beats in duple meter (2) and triple meter (3)

-listen to songs in duple and triple meter

-move to songs in duple and triple meter

-conduct in duple and triple meter

-perform songs or patterns in duple and triple meter

- Students will demonstrate beats grouped in duple and triple
- Students will recognize beats grouped in duple and triple

VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

### **Target 2--Note Value and Time Signature**

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Students will identify (visually and aurally) rhythm symbols and patterns up to sixteenth notes and rests as well as understand beat value for each note.

-echo rhythm patterns vocally or using body percussion/rhythm instruments

-continue to build vocabulary

-label/draw rhythm symbols

-match performed rhythms with written notation

-introduce the function time signature

-introduce note values up to the sixteenth note and rest in 4/4 time

- Students will identify/draw rhythm symbols up to sixteenth notes and rests
- Students will compare and contrast rhythm symbols and patterns aurally and visually up to sixteenth notes and rests
- Students will recall facts and basic time signature concepts/terminology
- Students will recall note values for notes up to sixteenth notes and rests

VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
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VPA.1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
VPA.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

### **Target 3-- Performing Rhythm Patterns**

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Students will perform rhythm patterns up to sixteenth notes in 4/4

-sing/count rhythm patterns from written notation

-sight read and perform familiar rhythm patterns from notation

-detect errors in rhythm patterns

- Students will perform rhythm patterns up to sixteenth notes
- Students will improvise rhythm patterns using call and response
- Students will use positive critique to analyze performance

VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
VPA.1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
VPA.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

## **Target 4-- Composing Rhythms**

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Students will compose rhythms in 2/4, 3/4, 4/4 up to and including sixteenth notes

- sing/count rhythm patterns from written notation
- apply knowledge of note value to determine accuracy of rhythm patterns
- sight read and perform familiar rhythm patterns from notation
- compose multiple measures in 2/4, 3/4, and 4/4 time

- Improvise rhythm patterns using call and response
- Students will compose multiple measures in 2/4, 3/4 and/or 4/4 time

VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.

## **Formative Assessment and Performance Opportunities**

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- Class Participation
- Exit Questions
- Individual Performance
- Peer Critique
- Teacher Observation

## **Summative Assessment**

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- Performance Assessment
- Verbal/Written Response

## **21st Century Life and Careers**

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### **Standards:**

Civic Financial Responsibility

9.1.5.CR.1

## Career Awareness and Planning

9.2.5.CAP.1

9.2.5.CAP.4

## Creativity and Innovation

9.4.5.CI.3

## Critical Thinking and Problem Solving

9.4.5.CT.4

## Digital Citizenship

9.4.5.DC1

9.4.5.DC.2

9.4.5.DC.5

9.4.5.DC.7

## Information and Media Literacy

9.4.5.IML.6

## Technology Literacy

9.4.5.TL.3

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## **Accommodations/Modifications**

## **ELL:**

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- Build Background/Vocabulary
- Chunking Information
- Flexible Grouping
- Increased Eye Contact
- Manipulatives/Instruments
- Multi-Sensory Instruction
- Peer Buddies
- Repeat Directions
- Reword Directions
- Scaffolded Questioning

## **Special Education:**

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- Assistive Technology
- Build Background/Vocabulary
- Chunking Information
- Extended Time
- Flexible Grouping
- Increased Eye Contact
- Modified Assignments
- Multi-Sensory Instruction
- Peer Buddies
- Preferential Seating
- Repeat Directions
- Reword Directions
- Scaffolded Questioning
- Tiered Activities
- Visual Cues/Models

## **Students at Risk of Failure:**

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- Assistive Technology
- Build Background/Vocabulary
- Modified Assignments
- Preferential Seating
- Repeat Directions
- Scaffolded Questioning

- Tiered Activities
- Visual Cues/Model

## **Gifted and Talented:**

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- Extension Activities
- Open-ended questions that stimulate thinking skills
- Opportunities for Critical Thinking
- Peer Collaboration
- Solo Performance (for excelled students)
- Student Choice Activities
- Tiered Activities

## **Unit Resources**

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- classroom rhythm instruments
- Instructional technology resources such as Brain Pop, Google Classroom, Wixie, Flipgrid, Kahoot, YouTube
- Silver Burdett-Making Music teacher manual, recordings, Big Book
- Supplemental resources including songs, games, and activities from songbooks, recordings, on-line resources, workshops
- Teacher created resources i.e. worksheets, assessments, instructional videos/tutorials
- Teacher modeling

## **Interdisciplinary Connections**

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